

Responsibility



www.images.google.com

"Life is a gift, and it offers us the privilege, opportunity, and responsibility to give something back by becoming more."

~Anthony Robbins

<http://thinkexist.com/quotations/responsibility/2.html>

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Lesson Plan: Responsibility

Title

Responsibility Collage

Connections to Character Traits

Responsibility, Honesty

Grade Level

Can be adapted for all grade levels

Overview

Students define responsibility; brainstorm ways they are responsible, and then create a collage to visually represent what responsibility means to them.

Materials Needed

Magazines, newspapers, drawing paper, markers, paints, crayons, scissors, glue

Procedures

- Define responsibility
Definition: To carry out a duty or task carefully and thoroughly, able to count on, depend on or trust.
- Brainstorm and record on chart paper ways in which students are currently showing responsibility at school, at home, in the community and in the world. Do I complete my work on time? Is my work completed to the best of my ability? Am I willing to share with my classmates? Do I arrive to school on time and well prepared? Do I follow the rules of the classroom and school? If I break a rule, do I own up to that fact? Do I have responsibilities and jobs at home? Do I complete chores? Do I care for a pet? Do I help my parents when asked? Do I watch a sibling? Do I help out community in any way? Do I recycle? Am I a responsible teammate? Do I help others less fortunate?
- Using current events and newspaper headlines you can show examples of responsibilities beyond our homes, schools and local communities.
- Have students cut out or draw words, pictures and symbols of ways in which they show responsibility in their home, school and beyond. Create a collage of these images and/or words and phrases that represent responsibility.

Assessment

Based on class discussion and completed project

Source

<http://www.humanityquest.com>

Lesson Plan: Responsibility

Title

Responsibility Dilemmas

Connections to Character Traits

Honesty, Integrity, trust, respect, responsibility, caring, empathy

Grade Level

Can be adapted for all grade levels

Overview

Students journal, write essays, discuss, debate, role play, or reflect on the dilemmas presented

Materials Needed

Paper (optional)

Pencils (optional)

Procedures

Read the following dilemmas and journal, write an essay, discuss, debate, role-play, or reflect on the questions for each.

- You're a recent immigrant to the United States (or country you now live in). Are you responsible for obeying the laws if you don't what they are? If you unknowingly break a law, should you be held accountable?
- You have a real talent for gymnastics, but your parents can't afford to pay for lessons. Are they responsible for finding ways to support and encourage your talent? If they aren't responsible, who is?
- Your school has a "closed campus" rule, meaning that students aren't allowed to leave the school grounds during school hours. A group of your friends regularly eats lunch at a nearby fast-food restaurant. Do you have any responsibility in this situation? If so, what is it? If not, why not?
- You read in the newspaper that many preschoolers in your town haven't been immunized against childhood diseases. Their families don't believe in immunizing children. Should the children be immunized anyway? If so, who's responsible for seeing that it's done? Your town, state or federal government? The police? Health officials? School officials? Other parents? You? No one? Would it make a difference if you knew that the families were objecting to the immunization for religious reasons?

Assessment

Based on class discussion or written responses

Source

What Do You Stand For?

Lesson Plan: Responsibility

Title

Creative Drama Activities

Connection to Character Traits

Responsibility

Grade Level

2–6

Overview

Students are given the opportunity to role-play various scenarios that allow them to practice what Responsibility looks like. Sample scenarios are provided. Additional follow-up activities are also provided.

Materials Needed

Props are optional

Procedures

1. Role-playing a situation helps students internalize the lesson's character traits. The following ten scenarios can be acted out in front of the class by two or more volunteers or discussed in small groups. Each scenario can be acted out by two or more volunteers. Teachers need to set the scene, guide the actions, and choose the roles of the volunteers. Props can be used. Teachers should coach students through the first and second scenario. Reinforce the behaviors you want to observe:

How would you practice responsibility if...

- a. You are watching your favorite television program and you remember that your science project is due tomorrow?
- b. You just broke a framed picture of your family because you were playing with a ball in the house?
- c. Your grandmother asks you to watch your younger brother while she drives to the store to get a gallon of milk?
- d. You're watching a video at a friend's house and it is time for you to be home?
- e. Your row in class has been assigned a group project on Native Americans. You have to do part of the project's research but you would rather play kick ball after school than go to the library?
- f. Your sister is not feeling well and your parents ask you to take over her chores for the weekend?
- g. You borrowed your neighbor's rollerblades?
- h. It is bath or shower time and you are in the middle of an exciting computer game?
- i. Your friend asks you to play, but you have promised your mom you would put away the clean dishes?
- j. Your coach asks you to come to practice on time and you'd rather "hang out" with friends?

2. Additional optional follow-up activities:

- a. Have the students search for another student who is practicing being responsible. Write one or two paragraphs about how the student was being responsible. Discuss their findings with the class.
- b. Have the students watch the news on TV, read the newspaper, or listen to the radio for an individual who was being responsible. They can report their findings.
- c. Have the students list all the ways they practice being responsible at home. Have them exchange their list with a partner and/or report to the class.

Assessment

Behaviors that students display in role-plays will help assess whether students understand the concept of responsibility.

Source

Kids With Character (Published by National Center for Youth Issues)

Lesson Plan: Responsibility

Title

The Three Little Kittens

Connection to Character Traits

Responsibility

Grade Level

K-3

Overview

Students read the poem, *The Three Little Kittens* and discuss that responsibility requires people to take ownership of their actions. They learn that if they are responsible, it may lead to praise, rewards, and additional responsibilities. The lesson involves reading the poem, answering discussion questions, and acting out the poem to practice what it means to be responsible.

Materials Needed

Copy of poem (optional)

Props for acting out poem (optional)

Procedures

1. Read the following poem with the students:

Three little kittens lost their mittens:
And they began to cry,
“Oh mother dear,
We very much fear
That we have lost our mittens.”

“Lost your mittens!
You naughty kittens!
Then you shall have no pie!”
“Mee-ow, mee-ow, mee-ow.”
“No, you shall have no pie.”
“Mee-ow, mee-ow, mee-ow.”

The three little kittens found their mittens;
And they began to cry,
“Oh mother dear,
See here, see here!
See, we have found our mittens!”
“Put on your mittens,
You silly kittens,
And you may have some pie.”
“Purr-r, Purr-r, Purr-r,
Oh, let us have the pie!
Purr-r, purr-r, purr-r.”

2. *Discussion:* Being responsible means you are willing to be accountable for what you do or do not do. When you make a mistake, like the three little kittens, you take responsibility for it. You don't blame another person or say you "forgot." If things go wrong you give an explanation for why it happened and accept the consequences. Try to make the situation better, if you can. When you practice responsibility, people are more willing to give you additional privileges and freedoms.
 - a. What items were the kittens responsible for?
 - b. What happened to their mittens?
 - c. Did the kittens blame each other for their mistakes? What happened after they lost their mittens?
 - d. Why were the kittens rewarded with the pie?
3. *Practicing Responsibility:* Have the students act the poem out. Mittens can be replaced with homework, lunch money, a sweater, etc. The pie can be replaced with an allowance, recess time, etc.

Assessment

Responses to discussion questions and behaviors that students display in role-plays will help assess whether students understand the concept of caring.

Source

Kids With Character (Published by National Center for Youth Issues)

Lesson Plan: RESPECT

Title

Around Your School–Bonding Students to Staff

Connections to Character Traits

Respect, Responsibility, Cooperation

Grade Level

Can be adapted for all grade levels

Overview

Unfortunately in our society not every job holds the same prestige and as a result some occupations do not receive as much respect as they deserve. This lesson enables students to see that in every job done well there is honor. Students are assigned a staff member (custodian, librarian, nurse, secretary, cafeteria worker, etc.) to interview. Students generate a list of questions that focus on the job responsibilities, skills necessary to complete the job duties, and some on the employee's life outside of school. After the interview, students create a presentation about the employee to share with the class. This assignment gives the students and the staff a chance to get to know each other on another level, thus creating a more caring school community.

Materials Needed

Paper
Pencils
Poster Board
Markers
Digital Camera –optional to take picture of employer

Procedures

- Ask and secure staff members who are willing to participate, so that they are prepared to be interviewed by the students.
- Opening discussion: Why do people conduct interviews? (to get information)
- Explain to students that they will be conducting an interview in order to get information about an employee in your building.
- Assign students to groups of four (interviewer, two–note takers, presenter)
- Demonstrate good questions. (Avoid yes and no questions)
- Check questions for appropriateness.
- Release groups to conduct interviews.
- Students need to organize their notes in a graphic organizer (web, outline)
- Students prepare essay.
- Work day to do group poster and to prepare presentation.
- Students give their presentations.
- Students complete a reflection sheet.

Assessment

Students are assessed on their graphic organizer, poster, and presentation.

Source

Character Education Partnership – Ridgewood Middle School

Lesson Plan: Responsibility

Title

Responsibility Murals

Connections to Character Traits

Building Responsibility with in different environments

Grade Level

Can be modified to work k-5

Overview

Students discuss and brainstorm responsibility with in the classroom, school, home and community. Break into small groups and assign an environment to each group

Materials Needed

Chart Paper
Newspapers, magazines pictures
Pencils, crayons, markers
Scissors and glue

Procedures

- Students should use words, phrases and pictures to design a mural on large chart paper.
- Title Murals "Take Responsibility in...your home, classroom" etc...
- Once students have completed murals each group should share and discuss with the class.
- Display murals in a prominent place for all to enjoy.

Assessment

Based on class discussion

Source

"Character Counts"
Frank Shaffer Publications

Lesson Plan: Responsibility

Title

Responsibility Flowers

Connections to Character Traits

Encourage our students to reflect upon when they are responsible at school and at home.

Grade Level

Grades K–4

Overview

Students write about and display what they are responsible for at school and at home.

Materials Needed

Petal patterns

Small paper plates

Yellow and green construction paper

Craft sticks

Glue, pencils, crayons or markers, scissors

Procedures

1. Make eight copies of the petal pattern on yellow construction paper.
2. On a small white paper plate, have each student write the sentence, “I am responsible.”
3. Have each student write something for which he is responsible on each petal.
4. After each student has written a responsibility on each petal, cut out and glue the petals around the paper plate “flower.”
5. Have each student glue the craft stick onto the back of the paper plate to represent a stem.
6. Display the responsibility flowers around your classroom.

Assessment

Developing responsibility can foster both the desire to learn and the desire to be a good person.

Credit

Character Education Ideas and Activities for the Classroom by Carson-Dellosa Publishing Company, Inc.

Responsibility Patterns



Responsibili

Lesson Plan: Responsibility

Title

Responsibility Pledge

Connections to Character Traits

Encouraging our students to be responsible at home

Grade Level

Grades K–4

Overview

Students complete a pledge letter, perform tasks at home for a week, and celebrate their accomplishments by wearing “I’m Responsible bracelets” at school.

Materials Needed

Responsibility Pledge letters
“I’m Responsible” bracelet patterns
construction paper–cut into 1” strips
crayons or makers
scissors
tape

Procedures

1. Copy the Responsibility Pledge letters for each student.
2. Have each student complete the letter with a task for which he/she will be responsible for at home. The task should last for seven days.
3. When children have returned their completed letters, they will be presented with “I’m Responsible” bracelet to color, cut out, and wear.
4. Students can glue this colorful bracelet onto construction paper in order to make it sturdier.
5. Students can wear their bracelets to celebrate that they upheld their pledges.

Assessment

Developing responsibility can foster both the desire to learn and the desire to be a good person.

Credit

Character Education Ideas and Activities for the Classroom by Carson-Dellosa Publishing Company, Inc.

Responsibility Pledge

Date _____

Dear Parents,

Our class has been learning about responsibility. Your child has pledged that he or she will be responsible for a task at home. Each day that your child shows responsibility with this task, please write the date with your initials.

Please return this sheet by _____. Thank you.

Sincerely,

Child's name: _____

Responsibility: _____

Student signature: _____

Date							
Parent Initials							

Lesson Plan: RESPECT

Title

Letters of Appreciation

Connections to Character Traits

Respect, kindness, appreciation, responsibility

Grade Level

Can be adapted for all grade levels

Overview

The purpose of this activity is to give students the opportunity to express (in writing) their appreciation regarding the positive activities of another person with whom they are acquainted.

Materials Needed

Paper/stationery (optional)

Pencils/pens

Procedures

Begin with a discussion on what it means to appreciate someone or something and discuss the feelings involved in such appreciation. Then, ask each student to write a letter of appreciation on one of the suggested topics below. The students should use feeling words (give them examples) to express their emotions in the letter.

- Think of a specific incident in which you were aided by someone who may be unaware of helping you. Thank this person.
- Think of a person who at one time was interested in your life, but has been out of touch with you recently. Write this person and bring him or her up to date.
- Think of a teacher who has taken a special interest in you or has meant something to you in this or an earlier year. Bring this teacher up to date on your life.
- Think of a person with whom you are in emphatic agreement about something. Write and tell that person how you feel about this.
- Think of a person who has worked hard on a specific task. Tell this person that you noticed the effort and thank him or her.
- Imagine you and your parents will never see or hear from each other again. Tell them what they have meant to you.

Pair the students up and request the pairs to share their letters with one another. Then, reassemble the class and ask for volunteers to read one of their letters to the group.

Assessment

Based on student participation and authenticity of the letters

Source

Large Group Guidance Activities: A K–12 Sourcebook, Second Edition, by Joe Wittmer and Diane W. Thompson

Lesson Plan: Responsibility

Title

Responsibility in Advertising

Connection to Character Traits

Responsibility, teamwork, consideration

Grade Level

6–8

Overview

This activity asks students to examine advertisements on TV, in newspapers and magazines, on the radio, and on the World Wide Web. Students will determine if advertisers are being responsible with their work.

Materials Needed

Newspapers

Magazines

Computer (optional)

Procedures

Discuss the following:

- Suppose that an advertiser of a popular breakfast cereal claims that “Crunchie Critters” gives you more pep and energy than other breakfast foods. What if it isn’t true? Are advertisers responsible for telling the truth? Why or why not?
- Watch a week’s worth of television commercials (or discuss commercials that students are familiar with) and keep a record of any that seem to be exaggerations, unproved claims, or outright lies. Keep track of the TV stations that air the commercials. Afterward write to your local stations and voice your concern about any commercials that appear to be irresponsible.

Variation:

- Listen to the radio commercials or clip advertisements out of magazines or newspapers. Or study advertisements you see on the World Wide Web.

Assessment

Based on class discussion of the question, “Are advertisers responsible for telling the truth? Why or why not?”

Source

What Do You Stand For?